CMS Lesson Plan

Teacher: Clary, Grimes and King Lesson Date: 10/22-10/23

Subject: 8th Georgia Studies

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  Benchmark Assessment Standards:  **SS8H3: Analyze the role of Georgia in the American Revolution.**   1. Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French and Indian War (i.e., Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence. 2. Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah. | *Thursday, Friday Schedule*  **Opening-Introduction Question**  **Lesson part 1- Benchmark Review**  **Closing-Ticket out Door**  **EU/EQ- CONFLICT AND CHANGE: When there is conflict between or within societies, change is the result.**   * What were the causes, both immediate and long term of the American Revolution against England? (H3a) * What role did Georgia play in the American Revolution? (H3b)   **EU/EQ- Individuals, Groups, Institutions: The student will understand that the actions of individuals groups, and/or institutions affect society through intended and unintended consequences.**   * What persons /groups/events were significant to the development of the new government of the U.S. of America and of Georgia and how? (H3b, H4b)   **EU/EQ-Governance: As a society increases in complexity and interacts with other societies, the complexity of the government also increases.**  How did past experience of the patriots with England’s monarchy influence their decisions regarding a new form of government? (H3a, H4a,b) |
| **Lesson Objective/Learning Intention:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)***:**  EU/EQ- CONFLICT AND CHANGE: The student will understand that when there is conflict between or within societies, change is the result.  EU/EQ- DISTRIBUTION OF POWER: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary value and beliefs  EU/EQ- LOCATION: The student will understand that location affects a society’s economy, culture, and development.  EU/EQ- GOVERNANCE: The student will understand that as society increases in complexity and interacts with other societies, the complexity of the government also increases. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| min | **Get started/Drill/Do Now:**  *Review on the Causes of the American Revolution*  4-5 questions | **Summarize (quick write)** |
| min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  **First, random students will be selected go to the board and write down at one cause of the American Revolution. Afterwards, students will read pages 45-47 and write Cornell notes on review questions 113-122.** | **Review Questions** |
| min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, and shared writing, discussion, writing process.)*  **Students will demonstrate their knowledge of the most significant people of The American Revolution as it relates to Georgia by pairing themselves and comparing and contrasting the out of class foldable that they created for homework. Students will also view a Brainpop on The American Revolution and the end, students will be given an oral assessment. Moreover, students participate in interactive technology activity (Kahoot it) to reinforce related content.** | **Review Questions**  **Brainpop Assessment**  **Kahoot it Activity** |
| min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  **Students will demonstrate their knowledge of the most significant people of The American Revolution as it relates to Georgia by pairing themselves and comparing and contrasting the out of class foldable that they created for homework.** | **Review Questions**  **Oral Assessment** |
| min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Students will read pages 41-50 and complete review questions 123-134 | **Review Questions**  **Oral Assessment** |
| min | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  **Students will be participate in a Stand and Deliver session in which they will answer random questions based on the American Revolution.** | **Summary** |
| min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  **Students will write out the DLIQ for today’s lesson and share in a class discussion.** | **Summary** |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Students who are in need of assistance with ask teacher or work with teacher in group and/or will be given alternative reading materials and alternative assessments. | **Students will complete choice activities and summarize** |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* Review Questions, Coach book, Textbook |
| **Notes:**  Students will be grouped based on assessments (formative) and choice of activity |

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| **Structure** | **Instructional Strategies Used- Please highlight, bold, or underline** |
| Whole Group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Questioning the Author (QtA) -Question-Answer-Relationships (QAR)  -Text annotation -Think aloud -Think/Pair/Share |
| Guided Practice/Small group | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |
| Independent Practice | -Anticipatory guides/sets -Book/author talks -Cornell Notes  -Close Reading -Literature Circles -Questioning the Author (QtA)  -Question-Answer-Relationships (QAR) -Reading conferences -Reciprocal teaching  -Strategy groups -Text annotation -Think aloud  -Think/Pair/Share -Writing Conferences |